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ABSTRACT

An inservice training program was implemented at the Erie County Technical School in Pennsylvania to familiarize school shop teachers with the Dictionary of Occupational Titles (DOT) so they could use it as a tool to develop relevant competency-based vocational education (CBVE) programs. Addressed during the inservice were the following topics: unlocking that portion of the DOT that most relates to given shop areas, identifying occupational titles describing areas that program graduates are prepared to enter, isolating entry-level and additional training occupations, and extracting worker actions and tools used from given DOT definitions. After the occupational information obtained by the workshop participants was validated by Craft Advisory Committee members, the end products of the inservice were shared with a wider audience of interested students, parents, counselors, and other school and community personnel. The inservice, which can be offered in four hours, has been implemented successfully in seven different sites throughout Pennsylvania and has proven to be a valuable means of providing shop teachers with the knowledge of the recent development in the world of work that is prerequisite to the development of current and relevant CBVE curricula. (MN)

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D.O.T. In-Service Training

A Prerequisite to CBVE

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The Pennsylvania Regulations, Standards and Guidelines for Vocational Education curriculum standard 339.22 specifies that vocational education programs shall be designed in accordance with a competency based system for organizing instruction. Few argue the theory behind curricula based upon observable and measurable student behaviors. One problem in developing a competency based curriculum is that shop instructors are not prepared to make the decisions concerning what specific Duties* and Tasks** should make up the curriculum. Although instructors have worked in the trade themselves and are experts in specific parts of the trade, few instructors have the RECENT breadth of experience in the overall trade. Yet, it is this very breadth of experience that is needed to choose the Duties and Tasks that will make up the competency based curriculum. What is needed is in-service training to quickly provide shop instructors with this prerequisite breadth of 'world of work' experience

*Duty - One of the distinct major activities or units involved in the work performed in an occupation. A Duty comprises related tasks.

**Task - A unit of work activity or operation that constitutes a logical and necessary step in the performance of a Duty.

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within their own trade. The Dictionary of Occupational Titles can serve as a vehicle to meet this need.

A competency based vocational curriculum is the overall system by which instructors assist students in mastering the specific Tasks identified as being necessary to succeed in the trade. Whether instructors do their own task analysis of the trade, or take advantage of task analyses done by others, such as those provided in V-TECS Catalogs*, they are still called upon to be decision makers. They must decide which Tasks should remain, be eliminated, be altered, or be added if found missing.

One Element of CBVE

According to Hirst, decisions made in identifying Tasks that workers perform make up one of the ten components of competency based vocational education (CBVE). These Tasks provide the direction for the curriculum development that follows. Once a Duty/Task list has been finalized, specific performance objectives need to be either written, or evaluated if already provided as in V-TECS. Performance guides have to be designed. Tasks need to be sequenced. Instructional materials and delivery methods have to be developed. And, student reporting systems have to be designed. The job of developing a competency based

*V-TECS Catalogs - Vocational-Technical Consortium of States Catalogs: Cooperative effort among various states and branches of the military to develop validated source materials for instructional development including Duty/Task lists, Performance Objectives, and Performance Guides.

curriculum is an ongoing process. All of these efforts will be in vain unless they deliver the valid Duties and Tasks needed to succeed in the trade today, and perhaps, tomorrow.

At the Erie County Technical School*, we made the decision to develop competency based curricula. We had guidelines from the Department of Education, and we had the support of the faculty, the Operating Board, and the General Advisory Council. We had also made the decision to use V-TECS Catalogs as the basis for our curriculum development. It was tempting to just pass out the V-TECS Catalogs and have the shop instructors immediately get down to the business of deciding upon a finalized Duty-Task list so that we could get on with the actual curriculum development. We resisted the temptation to jump into this decision making process as demanded by V-TECS (or any other competency based program). Instead, we decided to offer in-service training we believed would provide the instructors with the breadth of world of work experience within their own trades that we saw as prerequisite to Duty/Task selections. Our vehicle for training was the 4th edition of the Dictionary of Occupational Titles.

As we attempted to rationalize what might have appeared to be tangent to main goal of developing a competency based cur-

*Area Vocational Technical School in Erie County, Pennsylvania, serving twelve home schools that send students on a week-about schedule.

riculum, our argument became even stronger. The Regulations, Standards and Guidelines for Vocational Education in Pennsylvania also require that each shop have a Craft Advisory Committee to assist in an analysis of the occupation, so that the Tasks which employees perform on the job coincide with competencies required of the student. The mechanics of involving the Craft Advisory Committees would be to provide them with Duty/Task lists and have them make decisions as to what Tasks should remain, be eliminated, be altered, or be added. In other words, they would be asked to make the very same decisions required of the shop instructors. Yet, they too would often be no better prepared to make these crucial decisions. Both shop instructors and Craft Advisory Committee members would be making selections based upon their own unique set of past and present experiences. Therefore, whatever end products were generated through our DOT in-service training would be shared with the Craft Advisory Committees as a 'breadth of experience' exercise before they would be asked to make any Duty/Task decisions.

General Plan

The general plan for the in-service training is shown in Flowchart #1. The instructors would be trained in how to unlock that portion of the DOT that most related to their respective shop areas. This would be followed by their identifying Occupational Titles that describe occupations graduates of their programs would be prepared to enter. These Occupational

Titles would be further divided into Entry Level and Additional Training Occupations. The instructors would then read the Body of each identified occupation. They would be taught how to extract worker actions and tools used. The variety of identified Occupational Titles and the variety of extracted worker actions and tools used would offer the very breadth of experience we sought to provide for the instructors. The end products of these efforts would then be shared with Craft Advisory Committee members for validation. Following this, the end products would be shared with a much wider audience of interested students, parents, counselors, and other school and community personnel.

Flowchart #1 about here

Why the Dictionary of Occupational Titles?

The 4th edition of the DOT is recent, becoming available in the Spring of 1978. The Department of Labor had added 2100 new Occupational Titles and deleted 3500 others from the 3rd edition. This fact alone countered any argument that what had been taught in the shop for the past five or ten years was up to date and best reflected the skills needed by students to enter and succeed in today's job market. The DOT structures and analyzes the total world of work. In addition, the 4th edition of the DOT eliminated all references to both sex and age in the Occupational Definitions. This emphasis further supported the State's Guidelines stressing,

". . . to prepare students to make an occupational or vocational choice. . . for entrance into more specialized job training without regard to sex. . ."

Who Offered the Training?

The Job Service division of the Office of Employment Security was extremely helpful, providing copies of the DOT for our in-service training, providing a DOT Training Manual, and even volunteering to conduct the actual training. We stopped short of having them conduct the training because we wanted to use the DOT only as a vehicle to develop the end products shown in Flowchart #1, and not as a resource for a Job Service counselor. We felt it would take someone with a background in counseling, vocational education, competency based curriculum development, and, in our special case, someone who has been trained as a V-TECS Trainer/Facilicator. I was selected.

Steps in the In-Service Training

The instructors were first taught the parts of the Occupational Definition including the Occupational Code Number, the Occupational Title, the Industry Designation, Alternate Titles (if any), and the Body of the Definition.

They were taught three different ways to unlock the contents of the DOT, with the initial emphasis being on the Occupational Group Arrangement. Here the various occupations are arranged by DOT Code Numbers according to the occupational Category (first digit), Division (first two digits) and Group

(first three digits). These Codes indicate areas of technology in which the occupations are found. Knowing the meaning of the terms Category, Division, and Group, and having access to a DOT, instructors were able to generate the first three digits of a DOT Code and thus move into the particular portion of the DOT to locate occupations most closely related to their shop area.

For example, I might want to locate Clerical and Sales Occupations. This would be Category 2. Thus, the first digit of my Code would be '2'. Within the Category of Clerical and Sales, I might be most interested in Computing and Account Recording Occupations. This would be Division 1. Thus, the first two digits of my Code would be '21'. Finally, within this Division, I might be specifically interested in Bookkeepers and Bookeeping-Machine Operators. This is Group 0. Thus, the first three digits of the Code would be '210'. Two for Category, 1 for Division, and 0 for Group. See Example #1. In a short time, all of the instructors mastered this way of unlocking their portion of the DOT. Although there are nine digits to a DOT Code, it is only the first three that define the occupation. The meaning of the remaining digits will be discussed later.

Example #1 about here

Following the instruction on how the Occupations are arranged, we went on to show them two much quicker ways of unlocking the DOT. If the instructors knew the name of the Occupa-

tional Titles located in the back of the DOT.

The third and final way to unlock the DOT is to use the Occupational Titles Arranged by Industry Designation. Here the titles are arranged by titles and codes according to industries. In order to use this index, the instructors had to know the names of the industries as assigned by the Department of Labor. A listing in alphabetical order of all the industries which are catalogued in the DOT are displayed in the Industry Index. Shop instructors, perhaps for the first time, were exposed to the breadth of industries that make up the vast world of work. These ranged from Accounting, Office, and Computing Machines Industry to Wirework Industry. When the instructors scanned the Occupational Titles Arranged by Industry Designation Index, they were surprised at the variety of occupations contained within one industry. By looking for DOT Code Numbers within the various industries with the 1st digit or Category representing their trade, they were able to locate their trade in many, many unexpected industries.

Now, with the three ways to unlock the DOT, creating a Category, Division and Group DOT Code, using the Alphabetical Index, or using the arrangement by Industry Index; each instructor was able to locate a sample DOT Occupational Definition for further examination. The training continued on with the identification of Occupational Titles, the upper-case boldface titles that immediately follow the Occupational Codes. In Example #1, the Oc-

cupational Title could be ACCOUNT-INFORMATION CLERK. This is the title by which the occupation is known in the majority of establishments in which it is found.

Following the Occupational Title, and set off in parentheses, is the Industry Designation. In Example #1, the Industry Designation is (light, heat and power). The extent of the industry is shown by reading the definition offered under the Occupations Arranged by Industry Designation. Occupations which occur in a number of industries, but are not found so widely as to warrant their own Industry Designation, are given the designation "any industry" abbreviated (and ind.). This knowledge contributed to our breadth of experience goal. As instructors identified occupations related to their trades, it was valuable to note if the occupation was found in just one industry or found in a number of industries.

Next, the instructors were taught the meaning of Alternate Titles, a synonym for the boldface Occupational Title. Not all Occupational Titles have Alternate Titles. When present, they are located immediately following the Industry Designation. In Example #1 there are no Alternate Titles.

The final training component of the DOT in-service emphasized the Body of the Occupational Definition. It is from this part of the DOT that one extracts worker actions, purpose of worker actions, tools and materials used, and products or services rendered. Reading further in the Body reveals the task element

statements indicating specific tasks the worker performs to accomplish the overall job. To simplify this part of the training, instructors were asked to note only the worker actions (further defined by the task element statements) and the tools used. In Example #1, sample worker actions include: compile, prepare, apply, process, mail, interview, and investigate. Sample tools used include: billings, accounting records, reports, telephone, voucher, and meter books.

Identification of Occupations

With the DOT training complete, the instructors were given the assignment of using the DOT to identify occupations related to their area. Rather than just identifying a pile of occupations, the participants were instructed to sort the occupations into two categories, Entry Level and Additional Training Level. Form 'A' and Form 'B' shown below were used to systematically collect and record this information. Entry Level occupations were of primary concern because vocational-technical schools are charged with the responsibility of equiping students with entry level skills. The Additional Training Level occupations were identified to show particularly eager, talented, and motivated students (as well as others) just what lies down the road for those looking beyond entry level jobs. What does Additional Training look like? I do not know. It was up to the shop instructors to offer that definition for their respective areas. These definitions ranged from an apprenticeship to an associate degree, and from post high school trade school training to

several years experience on the job.

Form 'A' about here

Form 'B' about here

The shop instructors were asked to be very liberal in identifying Occupational Titles. The rationale was that if they did not identify the titles who would? No one is better prepared than the shop instructors to identify just where the vocational-technical skill training might lead a graduate. Well meaning parents, guidance counselors, administrators, school board members, and concerned academic teachers are ill prepared to carry out this task. Note, a final check on the validity of these identified occupations would be made when they were shared with the Craft Advisory Committees. It was interesting to watch several instructors from the same area trying to decide whether the occupation was Entry Level or Additional Training Level. What they had to do to resolve any differences was to glance down into the Body of the Definition and read just what worker actions were demanded of the worker.

Unexpected Occupations

The emphasis on 'breadth of experience' came through when instructors would include certain occupations with a specific first three digit Occupational Code, say 201, and omit still other Occupational Titles having the same Code. For example,

Business Educators may be quick to add the Occupational Title, SECRETARY, with the Code 201.362-030. Yet, they may be tempted to omit the Occupational Title, SCRIPT SUPERVISOR that has the same first six digits to the Code, 201.362-024! Chances are that if occupations have the same first three digits, let alone the first six digits, the skills necessary to succeed in each occupation overlap. Therefore, although instructors may not specifically be preparing SCRIPT SUPERVISORS, they are teaching many of the worker actions necessary to succeed in this job. The instructors were asked not to sell themselves short in identifying the opportunities available to their graduates. They responded by identifying occupations they would have otherwise omitted.

Common Worker Actions and Tools Used

Once the Entry Level and Additional Training Level Occupational Titles, along with accompanying DOT Codes were generated (a desirable end product in and of itself), the participants were instructed to read the Body of each Occupational Definition. Using Form 'C', the instructors identified and recorded worker actions and tools used for the various identified Occupational Titles. After this exercise was complete, the instructors went back over the data on Form 'C' attempting to identify COMMON worker actions and COMMON tools used. Here it became obvious just what worker actions (performances, behaviors, etc.) ought to be stressed in their competency based curriculum.

Form 'C' about here

As these common worker actions were identified, instructors started to ask themselves questions. Am I teaching these skills? Should I be? Am I currently stressing skills that did not show up often? Given only so much time, energy and other resources, and in light of the information generated in this in-service training, what changes would be warranted in my curriculum? This exercise permitted the more common worker actions and tools used to be revealed in a very nonthreatening manner. After all, the DOT is a nonbiased resource void of tenure, merit raises, and other faculty evaluations. If the instructor selected the Occupational Titles and agreed with the Occupational Definitions, then as the common worker actions unfold there is little cause for resistance. Note how this is a far different situation from someone coming into the shop and telling the instructors how they should change!

The major part of the in-service training was complete for the instructors and they had the 'breadth of experience' we sought to provide. They were now far better prepared to move into the first component of competency based vocational education, making the crucial decisions as to what Duties and Tasks would make up the curriculum

Craft Advisors Committee Validation

The next step would be to share these end products with the

Craft Advisory Committees and solicit their input. They would receive a copy of the Entry Level Occupations, the Additional Training Occupations, and a xerox copy of the Body of the Occupational Definitions for all the Entry Level occupations. The reason for the xerox copy is to permit the Craft Advisory Committee members to read the Body of the Definitions without having to use a DOT to look them up. One may skip the xerox copies for the Additional Training occupations in order to keep the task more manageable. Only after the Craft Advisory Committees had read and reacted to these end products did we give them a Duty/Task list and ask them to make the same decisions demanded of the instructors. By this point, both the Committee members and the instructors were better prepared to make selections concerning Duties and Tasks.

Just as it was interesting to watch instructors common to one area debate the selection and placement of occupations, and the selection of Duties and Tasks, it was equally interesting to watch the Craft Advisory Committees and the shop instructors debate the same items. Valid Entry Level and Additional Training Level Occupations emerged from this debate. And, as a basis for CBVE, valid worker actions and tools used emerged. For the first time, Craft Advisory Committees were able to offer specific input to shop instructors.

Data, People and Things

If greater breadth of exposure to the current working world

was all that was achieved through this in-service program then it would have been a success. Something else though was revealed in the listings of Entry Level and Additional Training Level Occupations that made the training even more of a success. An examination of the Occupational Codes that accompany the Occupational Titles (shown on Form 'A' and Form 'B') shows that digits 4, 5 and 6 vary within a given list, but that they are generally lower for the Additional Training Level Occupations and generally higher for the Entry Level Occupations. Digits 4, 5 and 6 refer respectively to Data, People and Things. The Department of Labor reasons that every occupation requires the worker to function with Data, People and Things. The degree of functioning varies in the judgment and responsibility demanded of the worker. The higher the digits for Data, People and Things, the less judgment and responsibility demanded; the lower the digits, the more judgment and responsibility demanded. In other words we have an inverse relationship. Each of the digits has an accompanying qualitative term such as '0' under Data, meaning Synthesizing, and a '6', meaning Comparing. The definitions for the qualitative terms that accompany the 4th, 5th and 6th digits are located in the back of the DOT.

Use of End Products

So what we have is the first three digits (Category, Division and Group) describe the occupation and the next three digits (4, 5 and 6) describe the degree of functioning the worker

must exhibit within the occupation. Think of the value in counseling perspective students where this simple code permits one to match the student to the vocational area, taking into consideration individual student strengths and weaknesses. For example, most counselors would know how well the student has done in math courses (Data), would know the degree to which the student has demonstrated leadership qualities (People), and would know his facility in manipulating things (Things). Note, there was no extra work involved in identifying the Data, People and Things classifications in that they went right along with the initial identification of Occupational Titles. So, why not make use of this information!

Digits 7, 8 and 9 are used only to arrange in alphabetical order, Occupational Titles that have the same first six digits. The lowest 7th-8th-9th digit combination is '010'. From this base, the three digit number would go up in units of four, e.g., '010', '014', '018', etc. Besides being a mechanism to assign each Occupational Definition a different Code Number, the last three digits have some counseling value. If a student were to express an interest in an occupation having an Occupational Code of 210.367-030, then one might encourage the student to also consider the occupations with the same first six digits that end in '026', '022', '018', '014' and '010'. After all, the skills needed to succeed in the specific occupation the student originally selected are the same for the others!

If counselors, students and others had available the end

products thus far generated via this in-service training, they could note Entry Level Occupations, read the accompanying Xerox Occupational Definitions, identify common worker actions and tools used, and, by noting the 4th, 5th and 6th digits of the Occupational Code, obtain an idea as to what a worker must bring to the job in order to succeed. It would not be just the counselor saying so and not just the shop instructor saying so. It would be an independent, nonbiased resource, the Dictionary of Occupational Titles. Although the emphasis of this in-service program was to obtain a breadth of world of work experience prior to selecting Duties and Tasks, I think of how much easier my job as a vocational school counselor would have been if I had been provided with these end products.

Commitment of Time

The actual in-service training could be offered in a group situation, taking no more than four hours. Once the skills necessary to unlock the DOT had been mastered, instructors could proceed on their own to identify Entry Level and Additional Training Occupations, to extract common worker actions and tools used from the Body of the Occupational Definitions, and to select the Duties and Tasks for the curriculum. This effort should take anywhere from 8 to 16 hours. Providing clerical assistance is available, these end products could be quickly prepared in a form for sharing with the Craft Advisory Committees. A follow-up meeting with the Committees to hash out any differences concern-

ing the end products would take no more time than the periodic meetings now required in order to meet the State's guidelines for vocational education. This modest commitment of time and effort seems well justified in order to have both the instructors and the Craft Advisory Committee members better prepared to make the decisions prerequisite to competency based curriculum development --- what specific Duties and Tasks should be included.

Appeal of the In-Service Program

This in-service program under the title, "DOT's, V-TECS, Shop Instructors, and Craft Committee Members -- A Working Combination" has been and will be presented to a variety of audiences. They include, the initial 1978-79 year long program at the Erie County Technical School; the Summer, 1979 presentation at the Pennsylvania Vocational Education Conference; a Fall, 1978 full day presentation at Parkway West Area Vo Tech (Pittsburgh); and four separate full day presentations to over 300 Business Educators throughout Western Pennsylvania. In addition, at the request of the PDE, the DOT training, as a prerequisite to moving into V-TECS, will be offered by the author to V-TECS Trainers/Faciliators throughout the State in a series of three half day in-service programs during the Winter of 1980.

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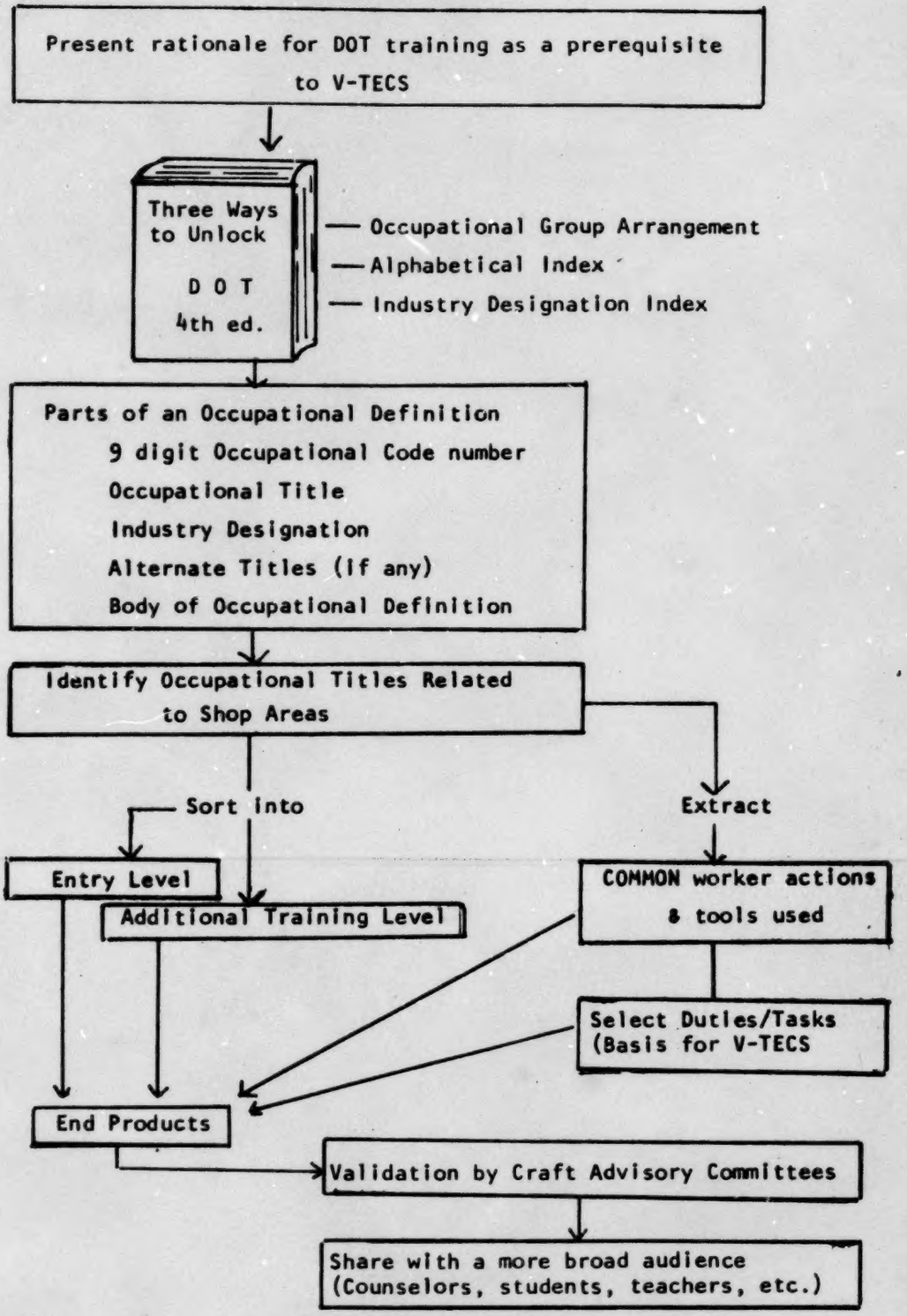
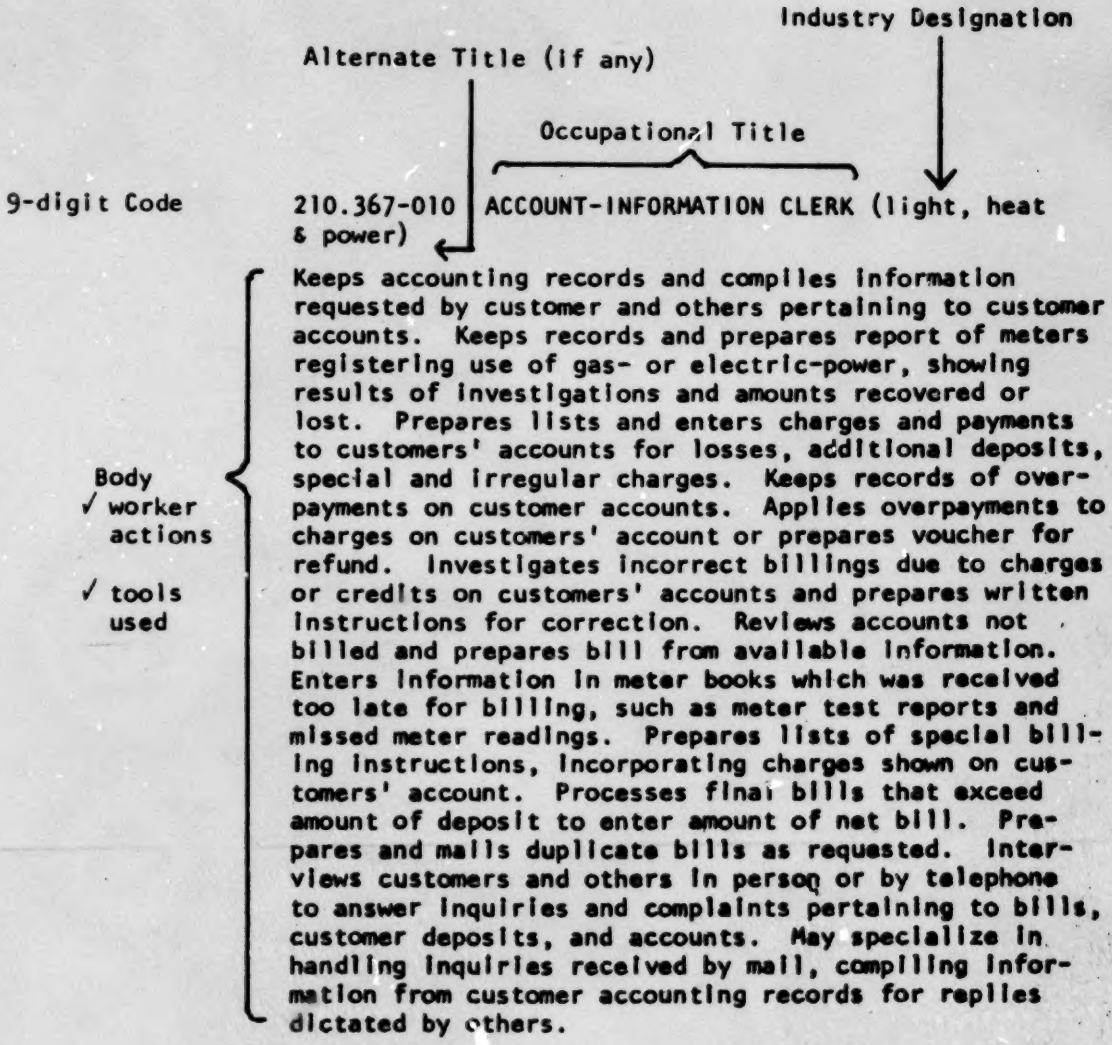
FLOWCHART #1

Plan for In-Service Training


Present rationale for DOT training as a prerequisite to V-TECS
Three Ways to Unlock D O T 4th ed.
Occupational Group Arrangement
Alphabetical Index
Industry Designation Index
Parts of an Occupational Definition
9 digit Occupational Code number
Occupational Title
Industry Designation
Alternate Titles (if any)
Body of Occupational Definition
Identify Occupational Titles Related to Shop Areas
Sort into
Extract
Entry Level
Additional Training Level
COMMON worker actions & tools used
Select Duties/Tasks (Basis for V-TECS
End Products
Validation by Craft Advisory Committees
Share with a more broad audience (Counselors, students, teachers, etc.)

EXAMPLE #1

PARTS OF A D.O.T. DEFINITION


Industry Designation
Alternate Title (if any)
Occupational Title
9-digit Code
210.367-010 ACCOUNT-INFORMATION CLERK (light, heat & power)
Body
✓ worker actions
✓ tools used
Keeps accounting records and compiles information requested by customer and others pertaining to customer accounts. Keeps records and prepares report of meters registering use of gas- or electric-power, showing results of investigations and amounts recovered or lost. Prepares lists and enters charges and payments to customers' accounts for losses, additional deposits, special and irregular charges. Keeps records of overpayments on customer accounts. Applies overpayments to charges on customers' account or prepares voucher for refund. Investigates incorrect billings due to charges or credits on customers' accounts and prepares written instructions for correction. Reviews accounts not billed and prepares bill from available information. Enters information in meter books which was received too late for billing, such as meter test reports and missed meter readings. Prepares lists of special billing instructions, incorporating charges shown on customers' account. Processes final bills that exceed amount of deposit to enter amount of net bill. Prepares and mails duplicate bills as requested. Interviews customers and others in person or by telephone to answer inquiries and complaints pertaining to bills, customer deposits, and accounts. May specialize in handling inquiries received by mail, compiling information from customer accounting records for replies dictated by others.

Form 'A'
Entry Level Occupations
Trade Commercial Foods

	D O T Code Numbers	D O T Occupational Titles
1	311.477-010	Car Hop (Hotel & Rest.) Drive-In Waiter/Waitress
2	311.477-014	Counter Attendant, Lunchroom or Coffee Shop (Hotel & Rest.) Waiter/Waitress, Counter
3	311.477-022	Waiter/Waitress, Dining Car (R.R.Trans)
4	311.674-010	Canteen Operator (Any Ind.)
5	311.677-010	Cafeteria Attendant (Hotel & Rest.) Dining Room Attendant, Service Attendant
23	313.671-010	Cook, Short Order (Hotel & Rest.) II
24	313.684-010	Baker Helper (Hotel & Rest.)
25	313.687-010	Cook Helper, Pastry (Hotel & Rest.) Bakeshop cleaner; Pastry helper

Form 'B'

Additional Training Occupations

Trade Commercial Foods

Examples of Additional Training:

	D O T Code Numbers	D O T Occupational Titles
1	310.137-010	Host/Hostess Restaurant
2	310.137-014	Kitchen Supervisor
3	310.137-018	Steward/Stewardess
4	310.137-022	Steward/Stewardess Banquet
5	310.137-022	Steward/Stewardess Railroad Dining Car
23	313.131-010	Baker, Head
24	313.131-014	Chef
25	313.131-018	Cook, Head, School Cafeteria

FORM 'C'

Body of Occupational Definition Worksheet
Trade Commercial Foods

#1 D O T Code _____ Title _____

Worker Actions	Tools Used

#2 D O T Code _____ Title _____

Worker Actions	Tools Used

#25 D O T Code _____ Title _____

Worker Actions	Tools Used